

Supplemental Information Available to Members on the CLD Website

Table 1

Questions for Reflection and Discussion

Questions for Reflection and Discussion	Sample Responses
Share your experiences working with English language learners (ELLs), students with learning disabilities (LD), and ELLs with LD.	Answers will vary
Analyze the student data. What did you notice about the students’ data and how should it inform instruction?	<p>See data analysis visuals below for Ms. Wheeler’s students in Figures 1-3 and Table 3.</p> <p>Ms. Wheeler should collect additional data to investigate specific areas of reading deficit for her ELLs also diagnosed with a disability to provide intensive and more targeted instruction. Ms. Wheeler should collect and analyze data on the items listed below, to further identify and pinpoint remedial intervention strategies:</p> <ul style="list-style-type: none"> • Phonemic awareness and phonics • Comprehension • Content knowledge and progress in other subjects
Recommend potential instructional techniques that Ms. Wheeler could implement to help her struggling students.	<p>Ms. Wheeler might consider using Response to Intervention (RTI) or other multi-tiered system of support (MTSS) frameworks.</p> <p>Within the RTI/MTSS framework, we suggest using the following evidence-based practices (National Center for Response to Intervention, 2014):</p> <ul style="list-style-type: none"> •Screen for reading problems and monitor progress •Provide vocabulary instruction that is varied and extensive •Provide peer-assisted learning opportunities on a regular basis
Discuss aspects of the Universal Design for Learning (UDL) framework that may benefit Ms. Wheeler’s students.	<p>UDL emphasizes: setting clear objectives, building background knowledge, implementing critical thinking and learning strategies, providing students opportunities to interact, reviewing material, providing students with feedback, and assessing student learning.</p>

Identify and discuss resources that may be helpful to Ms. Wheeler.

Colorin Colorado:
<http://www.colorincolorado.org/webcast/english-language-learners-learning-disabilities>

RTI Action Network:
<http://rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-considerations-for-ell>

What Works Clearinghouse:
<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy,Children-Youth-with-Disabilities>

Identify some evidence-based practices that might benefit the varied levels of the students in Ms. Wheeler's class?

Sheltered Instruction Observation Protocol (SIOP) Model:

<http://www.cal.org/siop/about/>

- Sheltered instruction practices
 - Peer supported learning
 - Direct and explicit instruction
 - Vocabulary instruction across content areas
 - Opportunities for learning through reading, writing, listening, and speaking
 - Continuous curriculum-based measures and progress monitoring
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Table 2

Recommendations for Instruction of ELLs

Recommendations to guide the planning and implementation of any instructional approach or intervention to promote English language learners' (ELLs') reading ability.

- 1) ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.
 - 2) K-12 classrooms across the nations must increase opportunities for ELLs to develop sophisticated vocabulary knowledge.
 - 3) Reading instruction in K-12 classrooms must equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.
 - 4) Instruction and intervention to promote ELLs' reading fluency must focus on vocabulary and increased exposure to print.
 - 5) In K-12 classrooms across the U.S., ELLs need significant opportunities to engage in structured, academic talk.
 - 6) Independent reading is only beneficial when it is structured and purposeful, and there is a good reader-text match (see pg. 30 for more information).
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Note: Recommendations from the 2006 Practical Guidelines for the Education of English Language Learners

Table 3

Pre-Test and Post-Test WPM Read Correctly Over First Grading Period.

Student	Baseline/Pre-Test WPM- Beginning of Quarter	Post-Test WPM- End of Quarter	Change in WPM Throughout Quarter
1 ELL with Autism	0	10	+10
2 ELL	12	29	+17
3 ELL	3	17	+14
4 ELL with LD	3	9	+6
5 GE non-ELL	9	34	+25
6 ELL with LD	0	6	+6
7 GE non-ELL	2	15	+13
8 ELL with LD	0	1	+1
9 ELL	5	15	+1
10 GE non-ELL	9	22	+13
11 GE non-ELL	15	36	+21
12 ELL with LD	0	3	+3
13 ELL with SLI	5	8	+3
14 GE non-ELL	9	36	+27
15 ELL	3	12	+9
16 ELL	4	16	+12
17 ELL	5	10	+5
18 ELL	11	26	+15
19 ELL with SLI	0	3	+3
20 ELL	2	9	+7

Note: Students are identified by number. ELL = English language learner; GE = general education; LD = learning disability; SLI = speech language impairment

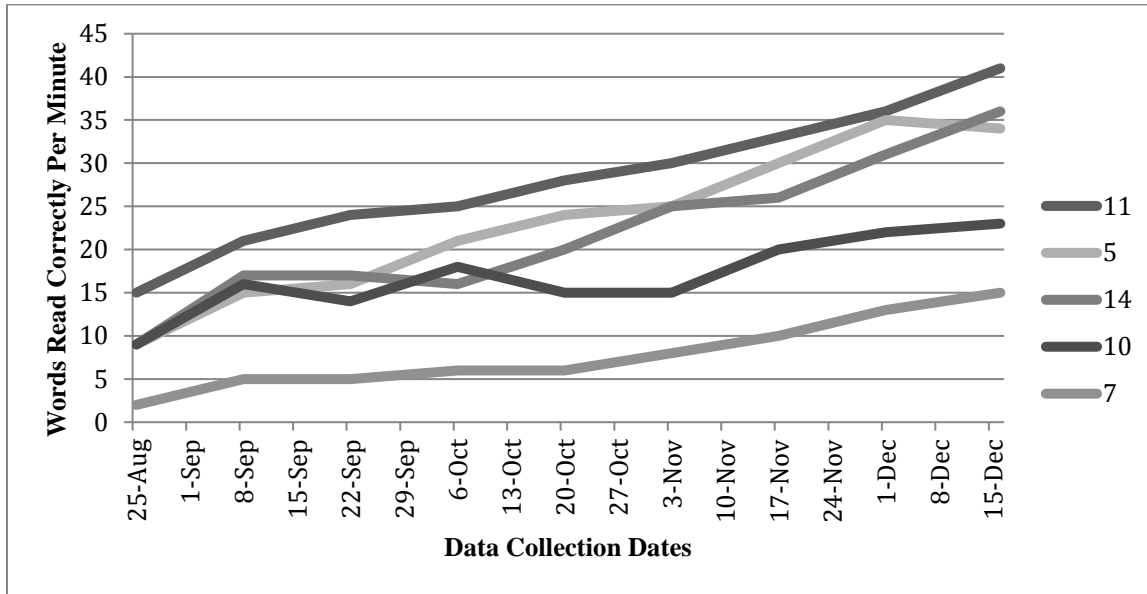


Figure 1. WPM read by Ms. Wheeler’s non-SPED and non-ELL students throughout the first grading period.

Note: Students are identified by number as noted on Table 3.

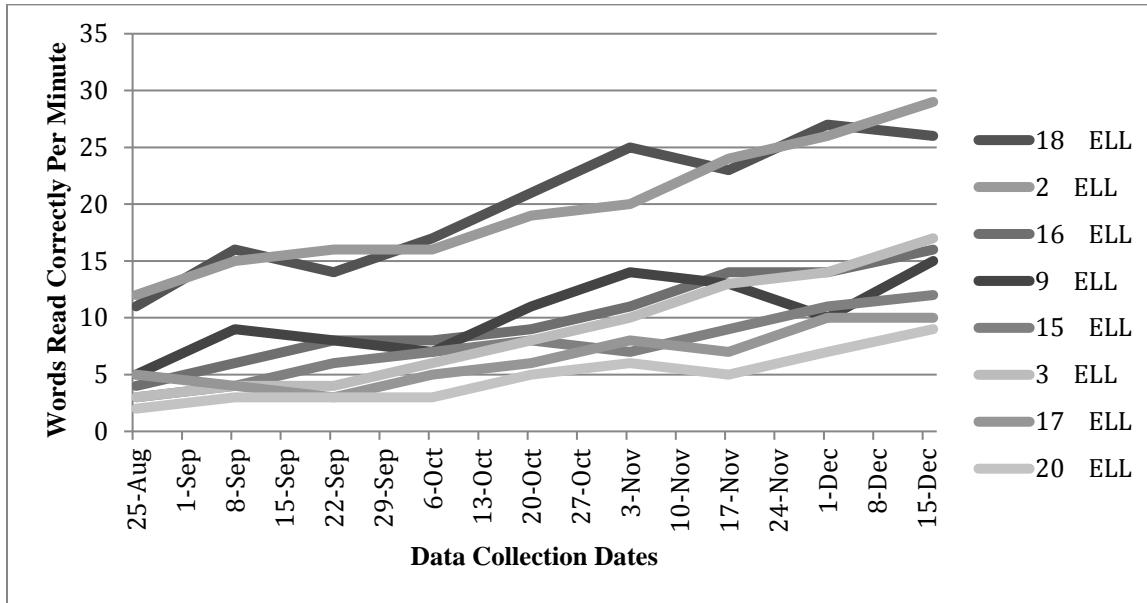


Figure 2. WPM read by Ms. Wheeler’s ELL students throughout the first grading period.

Note: Students are identified by number as noted on Table 3.

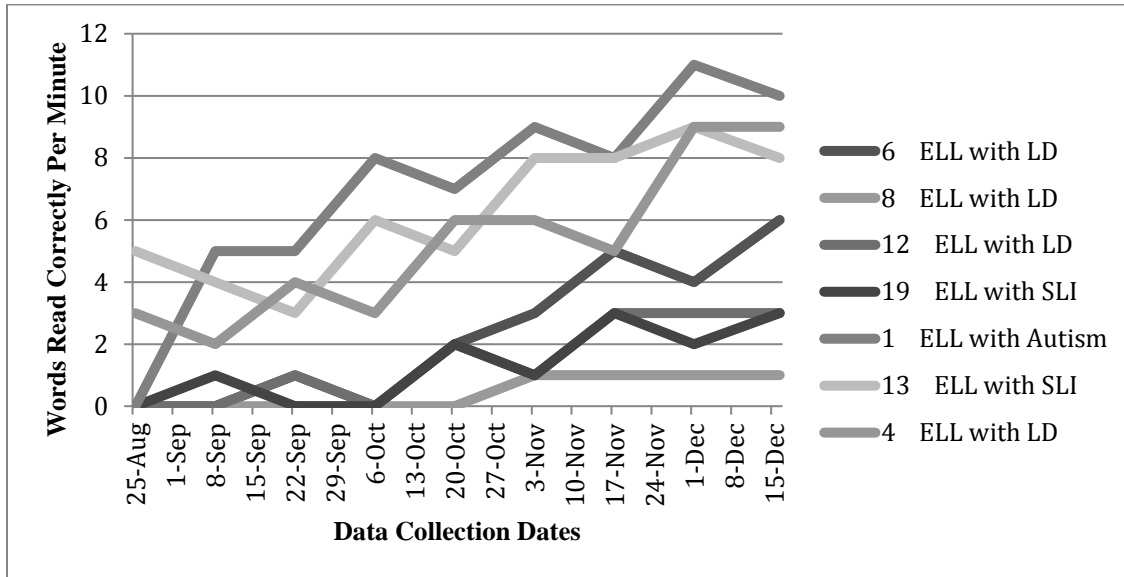


Figure 3. WPM read by Ms. Wheeler’s ELL/SPED students throughout the first grading period.

Note: Students are identified by number as noted on Table 3.